



202en05

5

A TIGER COMES TO TOWN-I

The jungle is a natural home for most wild animals. Where else can you see them? Yes, in a zoo or sometimes in a circus. Are you afraid of them when you are at a circus? No, you are not afraid because you know that they have been trained to listen to their master. 'A Tiger Comes to Town' is a story about a runaway circus tiger. The story is told by the tiger who is the central character of the story. Read the story to find out what happens.



OBJECTIVES

This lesson is in two parts. After completing Part I of this lesson you will be able to:

- read and enjoy an interesting story told from the viewpoint of a tiger;
- follow the sequence of events as they occur in the story;
- relate to animals with compassion, and
- develop awareness about the fact that animals have feelings.
- infer the meaning of new words from context and use them effectively;
- identify literary expressions and infer their meaning;
- write a paragraph to describe an event using sequence markers;
- convert imperative sentences into indirect speech;
- use the past perfect tense to describe actions completed in the past;



5.1 LET US READ THE TEXT

When I entered the Market Road, people ran for their lives at the sight of me. As I passed through, shutters were pulled down, and people hid themselves in drains, on trees, and behind pillars. The population was melting out of sight.

At the circus I had no chance to study human beings. They had sat in their seats peacefully while I cowered before captain's whip. I got a totally wrong idea of human beings at that angle. I had thought that they were strong and fearless. But now I found them running from me like a herd of deer, although I had no intention of attacking them. When I paused in front of a tailor's shop, he abandoned his machine and shut himself in a cupboard, wailing, "Alas, I am undone, won't someone shoot that tiger?"

A prisoner, between two constables, got his chance to escape when the constables fled, abandoning him with his handcuffs. I tore a horse from its *Jutka* and enjoyed the sight of the passengers spilling out of it and running for their lives.

Sheer hopelessness seemed to have seized the townspeople. They withdrew into their homes and even there remained nervous. All doors and windows everywhere were shut, bolted and sealed. Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement. Why should an ordinary, simple tiger have any interest in them, either to destroy or to safeguard?

I rested for a moment at the door of a restaurant, the coffee drinkers and tiffin-eaters sat still at their tables, uttering low moans on seeing me. I wanted to assure them, 'Don't fear, I am not out to trouble you. Eat your tiffin in peace, don't mind me You – nearest to me, hugging the cash box – you are a coward, afraid – afraid even to breathe. Go on, count the cash, if that's what you want. I just want to watch, that's all If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full. I found a green pasture full of food on my way. I won't need any food for several days to come. I won't attack until I feel hungry again. Tigers attack only when they feel hungry, unlike human beings who kill one another without purpose or hunger'.



Fig. 5.1



Notes

melting out of sight: disappearing

cowered : felt afraid

no intention of: no plan of

paused: stopped

abandoned: left alone

wailing: crying in fear

spilling out: falling out, jumping out

seized: captured

sat still: sat without moving

uttering low moans: crying in a low voice

assure them: satisfy them by saying something

trails down: hangs down

threshold: doorway

pasture: grazing field for animals



Notes

To the great delight of children, schools were being hurriedly closed. Children of all ages and sizes were running helter-skelter, screaming joyously, ‘No school, no school. Tiger, Tiger!’ They were shouting and laughing and even enjoyed being scared.

I followed them through their school gate while they ran up and shut themselves in the school hall. I climbed up the steps of the school, saw an open door at the far end of a verandah, and walked in. It happened to be the Headmaster’s room. I noticed a very dignified man jumping on his table and heaving himself up into an attic. I walked in and flung myself on the cool floor, having a special liking for cool stone floors, with my head under the large desk.

I was in no mood to bother about anything. All I wanted was a little moment of sleep. While I slept, I had been properly locked up and was being watched.

After I woke up, I heard a teacher saying, ‘Now that this brute is safely locked up, we must decide.....’

At this moment my Master pushed his way through the crowds and scolded, ‘Never use the words ‘beast’ or ‘brute’. They’re ugly words coined by man in his arrogance. The human being thinks all other creatures are ‘beasts’. Awful word!’

‘Is this the time to discuss problems of vocabulary?’

‘Why not?’ retorted my Master, at which they looked extremely upset and angry. Someone said, ‘What a reckless man you are! Who are you?’

‘You are asking a profound question. I’ve no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?’

– R.K. Narayan

5.2 LET US UNDERSTAND THE TEXT

5.2.1 PART 1

When I entered or to safeguard?

The tiger in the story has been trained by his master to perform tricks before a large audience at a circus. His audience, comprising both children and adults, enjoys his performance and tricks, and does not appear to be afraid of him. The tiger comes to believe that human beings are brave and are not scared of animals. One day, finding his enclosure unguarded and open, the tiger walks out into the town for a walk. As he walks down the streets, he finds people running around trying to find a hiding place at the sight of a tiger. The tiger is confused to see their reactions because he is used to seeing thousands of people watch his shows every evening from a close distance. He cannot understand why they are so afraid to see him in the town, especially because he does not want to hurt them or attack them.

running helter-skelter:
running here and there
in fear

heaving: pulling/lifting

coined by man: given
by man

arrogance: sense of
self importance/
superiority

retorted: shouted back

profound: serious and
with a deep meaning



INTEXT QUESTIONS 5.1



Notes

- I. Answer the following questions by choosing the correct option from those given below:
1. *'At the circus, I did not have any chance to study human beings . They had sat peacefully while I cowered before Captain's whip. I got a totally wrong idea of human beings at that angle.'* Who does 'I' in the above lines refer to?

 - a. the people
 - b. the tiger
 - c. the Captain
 2. The tiger says *'He did not have any chance to study human beings'* because:

 - a. he was so engrossed in his act that he did not look up at the audience.
 - b. his Captain had always kept him locked up in a cage.
 - c. having only seen people at the circus show he did not realize that they were scared of the tiger.
 3. *'at that angle'* refers to:

 - a. the tiger's opinion about people from his performing ring in the circus.
 - b. the spectators' opinion about the tiger at the circus.
 - c. the Captain's opinion of the spectators.
 4. *'They withdrew into their homes and even there remained nervous. All doors and windows everywhere were shut, bolted and sealed.'* Who does 'they' refer to in the above line?

 - a. the tiger and his Captain
 - b. the people at the circus
 - c. the general public in the town
 5. Why did *'they'* withdraw into their homes?

 - a. they were scared of the tiger.
 - b. they were given an alert warning.
 - c. they were advised by the Captain to go inside as a precaution.
 6. By saying, *'Some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basement'*,



Notes

the author means to convey that:

- a. he was unable to pass through the walls.
 - b. people thought that the tiger could emerge from anywhere and attack them.
 - c. if he did not wait for his prey he would have to go hungry.
7. At the circus, the people would usually:
- a. sit quietly and watch the tiger’s antics.
 - b. run away on seeing a tiger.
 - c. throw stones to chase the tiger away.
8. The tiger got a chance to go out into the town because:
- a. his Master wanted him to graze in the pastures to satisfy his hunger.
 - b. his Master was cruel and he wanted to run out of his clutches.
 - c. he found an unguarded passage and stepped out unnoticed.

II. On the basis of your understanding of the text, complete the table below with details of the tiger’s thoughts and what different people did on seeing the tiger. One example has been done for you.

	Different people	Public reaction	Reasons for their behaviour	Tiger’s thoughts
a.	The spectators at the circus	Sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	People are strong and fearless
b.	People on the road			

III. When did the tiger realise that he was totally wrong about the opinion he had formed about human beings?

IV. Give at least three reasons why you think the people at the circus were not scared of the tiger. One has been done for you.

- 1. The circus ring had an iron railing around it and the tiger could not have come close to the spectators.
- 2. _____
- 3. _____



LET US DO 5.1

There are many ways in which each one of us can contribute to the well being of animals in our day-to-day lives. Here are some do's and don'ts to follow:

DO's	DON'Ts
Give a starving or suffering animal food or call an Animal Welfare Organisation in your town.	Don't keep pets (e.g. dogs) leashed all the time. Be careful not to use leashes made of rough or hard materials when they must be used on pets.
Dogs and cats are in the habit of sleeping under parked vehicles. Always look under your vehicle before starting, or wait for a few seconds after switching on the engine to allow them to move out.	Don't overwork your animals or abandon them when they are sick or old.
Donate for a good cause. Animal welfare organisations are not very rich. With your money they will be able to take better care of the animals.	Do not tease animals.
A very large number of animals are injured due to carelessly thrown sharp objects. Wrap all pieces of broken glass and nails in a cloth, paper or plastic sheet and dispose them off properly, away from places where animals can access them easily.	Do not throw peels, left over or stale food in a plastic bag. Stray animals generally eat the food that is thrown away. If they swallow the plastic bags along with the food, they could suffocate or fall seriously ill and may even die.
A large number of birds die of thirst. Put up bird baths in your lawn, on the roof of your house, or even on your balcony. Also keep water outside your house for stray animals.	Do not buy products made out of animal skin or parts. Buying these products encourages animal poachers who kill animals for their body parts.

The Society for Prevention of Cruelty to Animals (SPCA) is an organisation which works for the welfare of animals. Find out the names of other such organisations. If possible you may contact them and find out how you can help.

You and your friends have formed a club to protect the environment. Identify three things that you can do to protect the environment. Two ideas have been given. Add three more of your own.

- i) We should not use polythene bags.
- ii) We should plant more trees.
- iii) _____
- iv) _____
- v) _____



LET US LEARN NEW WORDS 5.1

I. Given below are some expressions which you have read in the story. What do they mean? Choose the right answer from the choices given below each expression.



Notes

1. The population was '*melting out of sight*' means:
 - a. It was very hot and people rushed indoors to escape the heat.
 - b. Very few people could be seen on the streets as most of them decided to hide in ditches or in their homes.
 - c. The Government sent out orders for people to remain indoors during certain hours.
2. '*I tore a horse*' from its *Jutka* means:
 - a. the horse became out of control.
 - b. the horse ran so fast that the reins by which he was secured to the carriage broke.
 - c. on seeing the tiger the horse became frightened and jumped with such force that the reins broke .

II. Now I found them running *like a herd of deer* although I had no intention of attacking them. The expression 'like a herd of deer' compares the timid quality of a deer that runs at the sight of danger with the same quality of people on the streets and in the shops who tried to run away or hide at the sight of a tiger. Such expressions which are used for comparing two different things are called '*similes*'. Read the similes given below.

- *as black as coal*
- *as beautiful as a rose*
- *swift like an eagle*
- *strong like a lion*

The words 'as' and 'like' are used for comparison.

Complete the following similes by using words from the box given below. You may use your own comparisons too.

lead star night owl stream ice

1. as clear as a _____
2. as heavy as _____
3. as dark as the _____
4. as bright as a _____
5. as cold as _____
6. as wise as an _____

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III. Complete the following sentences by using words from the box given below. You may also refer to a dictionary to see the meanings of the words before using them.

abandoned	spilled	nervous
cowered	handcuffed	seized

1. The dog _____ at the sound of crackers on Diwali day.
2. The police _____ the dangerous criminal before taking him to the court for his trial.
3. People living on the banks of the river _____ their homes and fled to safer places when they realised that the water level in the river was soon going to cross the danger mark.
4. Excitement seemed to have _____ the soldiers posted on the border when they heard that their favourite film stars were going to visit them.
5. If we have studied well there is no reasons to feel _____ during examiantions.
6. The bowl of soup fell from his hands and all the soup _____ onto the floor.



DO YOU KNOW

- Gujarat has become the first state in India to ban the dissection of frogs in schools in Biology classes.
- Japan has passed a law according to which person can face one year imprisonment and a fine of up to one million yen for killing or injuring an animal without reason.

It is also levies a fine of up to five hundred thousand yen for abandoning an animal.

5.2.2 PART 2

I rested for a moment at the door of a restaurant Are you sure you know who you are?

Do you know how long a fully grown tiger is? A fully grown tiger's body, if measured from head to tail, may be more than eleven feet long. How do you think people would react if they saw such a big tiger sitting across the door of a house or a shop? Wandering down the lane, the tiger in the story reaches a restaurant. He sits down at the door of the restaurant. He sees that all the people in the restaurant are shocked and frozen in their seats to see him



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sitting at the entrance. The tiger wants to tell them that they do not need to be afraid of him because he is not hungry, and that tigers only attack when they are hungry, that they are not like human beings who kill without a good reason. The tiger also wants to tell the people in the restaurant that they are not brave as he had thought them to be, and that he only wants to watch them, not harm them. The tiger notices that the schools in the town are being closed early and that the school children are shouting with a mixture of delight, excitement and fear. He enters the school gate and goes into the Headmaster's room. The Headmaster climbs up into the attic in fear, and the tiger goes to sleep under the Headmaster's desk. He wakes up to find that he has been locked up in the Headmaster's room. The tiger then hears his circus master angrily telling a teacher not to use rude and ugly words such as 'brute' to describe him.

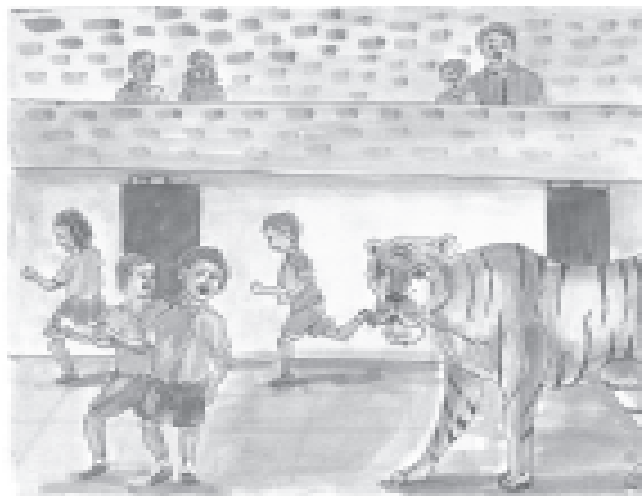


Fig. 5.2



INTEXT QUESTIONS 5.2

Answer the following questions.

1. *'If my tail trails down to the street, if I am blocking your threshold, it is because I'm eleven feet tip to tail. I can't help it, I'm not out to kill. I'm too full.'*
 - a. Why does the tiger tell us his measurements?
 - b. What does he want to tell them by saying, *'I'm too full'*?
 - c. Where and what did he have for his food?
2. *'Never use the words 'beast' or 'brute'.'*
 - a. Who said these words and to whom?
 - b. Why did he/she say so?
 - c. What does this tell us about the speaker?

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3. The tiger went off to sleep in the Headmaster's room because:
 - a. he was very tired and needed rest.
 - b. he liked cool floors.
 - c. he had eaten too much and was feeling lazy.
4. The Master could not answer the question because:
 - a. he did not know the answer.
 - b. he thought that was a profound question that could not be answered casually.
 - c. living in the circus with the tiger all the time, he had forgotten his name.
5. Why were the coffee drinkers at the restaurant uttering low moans?
6. How was the tiger blocking the threshold?
7. Why were the school children so excited?
8. Where did the tiger go finally?
9. What did the Headmaster do on seeing the tiger in his office?
10. Why was the Master angry with the teachers?
11. The word 'profound' refers to something which is felt or experienced deeply or intensely, or something with a deep meaning. For example, '*Gandhi Ji's non-violent method of protest against Britishers had a profound effect on the people of India.*' The teachers asked the Master a question which sounded simple, but it was not so. The Master thought it was a question with a deep meaning. What was the profound question put to the Master?



LET US LEARN NEW WORDS 5.2

- I. What do the following words in italics mean. Tick the right answer. You may use your dictionary to help you.
 1. I noticed a *dignified* man jumping on his table and *heaving* himself into an *attic*.

'dignified' means:

 - a. respectful and graceful
 - b. important person
 - c. tall and handsome

'heaving' means:

 - a. making a big sound
 - b. pulling and lifting
 - c. taking a deep breath



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'attic' means:

- a. a small store room in a building
 - b. a room in the basement of a building
 - c. a room at the top of a building
2. Now that this *brute* is safely locked up we must decide...

'brute' means:

- a. a large animal
 - b. a wild and ferocious animal
 - c. a dumb creature
3. 'Why not?' *retorted* my master, at which they looked upset and angry.

'retorted' means:

- a. gave a polite reply
- b. gave an angry and quick reply
- c. gave a stupid reply

II. Antonyms are words which give opposite meanings. Some examples are given below.

good	-	bad
up	-	down
obedient	-	disobedient
weak	-	strong
proper	-	improper

Read the words and phrases given in Column A and Column B. Match the words in Column A with their opposite meanings given in Column B by drawing a line across. One word in Column B is extra.

Column A	Column B
in front of	strong
fearful	covered
protect	attack
weak	behind
extraordinary	fearless
	ordinary

III. Now complete the following paragraph by filling in the blanks using some of the words in the above list. The words can be picked from any of the two columns above. One blank has been filled for you as an example.

Last week the children of our village decided to celebrate 'Earth Day' in an extraordinary way. We decided to put up a street play through which we wanted to educate all our

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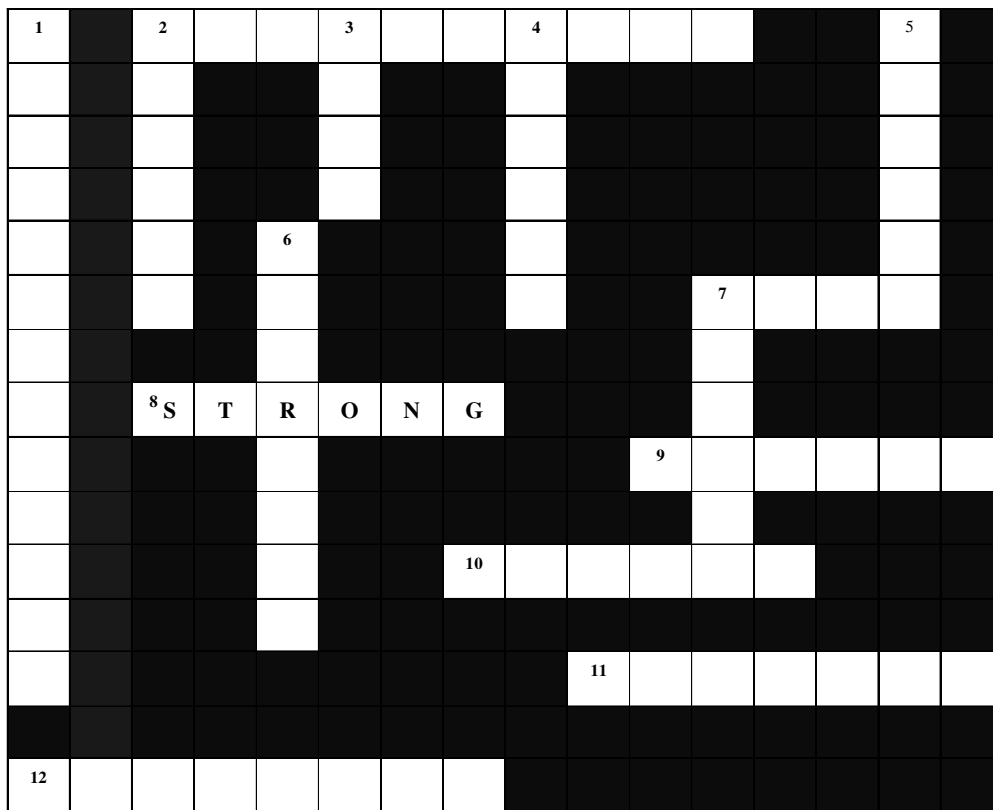
Notes

village elders the need to _____ our environment. We wrote the script, made animal masks and even composed music using tins, plates and brooms.

On the appointed day we all gathered _____ the park. It was decided that our animal characters would emerge from _____ the crowd to add a surprise element. It was fun to see the commotion in the crowds when animal characters jostled their way through them.

Through our play we were able to show how animals could live in peace and harmony if their habitat was not disturbed. The _____ animals protected the _____ so they could move around in a _____ manner. The village elders appreciated our efforts. They understood the importance of preserving natural resources.

IV. Given below is a crossword grid. Below the grid are some words and phrases. Find their antonyms in the text. Write the antonyms next to these words. Then complete the crossword puzzle grid with the antonyms. One word has been filled in as an example.



Clues:

Across

2. violently
7. beautiful
8. weak
9. a brave person

Down

1. ordinary
2. proceeded
3. warm
4. like



- | | |
|---------------|--------------------|
| 10. released | 5. dangerously |
| 11. descended | 6. fearful, afraid |
| 12. careful | 7. done |



DO YOU KNOW



The tiger is one of the **endangered** species of animals. Today only 3200 tigers are left in the whole world.

The total tiger population in India is about 1500.



LET US DO 5.2

Slogan Writing

Slogans are generally one line appeals for a cause. They are short appealing and catchy.

Read the following slogans. Can you guess what they are appealing for? Study the first example and then write your answers in the space provided.

- ‘Save a life – donate blood’ — for blood donation
- ‘Blood is precious, do not shed it on roads’ _____
- ‘Save life, save water’ _____
- ‘Save the earth, save our wildlife’ _____

You must have read in the DO YOU KNOW box above that the tiger is one of the endangered species of animals.

Coin at least three slogans of your own as an appeal for the ‘Save the Tiger’ campaign.



5.3 LET US LEARN GRAMMAR



Notes

A. Past Perfect Tense

Read the following sentences:

- At the circus I *had* no chance to study human beings.
- They *had sat* in their seats peacefully *while I cowered* before the Captain’s whip.
- I *had thought* that *they were strong and fearless*.

The words ‘*had*’, ‘*had sat*’ and ‘*had thought*’ give us an idea that the action took place sometime in the past and that the action was completed.

Something else happened later - ‘*while I cowered*’ and ‘*they were* strong and fearless’

Such verbs (action words) which tell us that an action was completed sometime in the past, before another action also in the past, are said to be in the past perfect tense.

Exercise 1

1. Study the table below. Using the words from each column make five sentences.

Subject	Past Perfect Tense had + action word	Action that followed
The patient	<i>had</i>	<i>died</i>
The plane		<i>landed</i>
I		<i>read the book</i>
My parents		<i>decorated the hall</i>
They		<i>planted trees</i>
		before the doctor arrived
		by the time we reached the airport
		before we reached the station
		before the visitors arrived
		before the monsoon arrived

2. Based on a similar pattern, write two new sentences of your own.

1. _____
2. _____

B. Direct and Indirect (Reported) Speech—Imperatives

Read the following sentences:

1. Meena said to her friend , ‘Work hard so that you succeed’.
Meena *advised* her friend to work hard so that she could succeed.
2. The fireman said to the residents ‘Vacate the building immediately.’
The fireman ordered the residents to vacate the building immediately.
3. Sheel said, ‘Let’s go to watch a movie.’
Sheel *proposed* that *they* go to watch a movie.



Notes

- In the first sentence, Meena is giving advice.
- In the second sentence, the fireman ordering the residents.
- In the third sentence, Sheel is proposing or suggesting something.

The sentences given above are all examples of **Imperative Sentences**.

- An imperative sentence is a sentence which expresses a command, request, instruction, advice or suggestion.

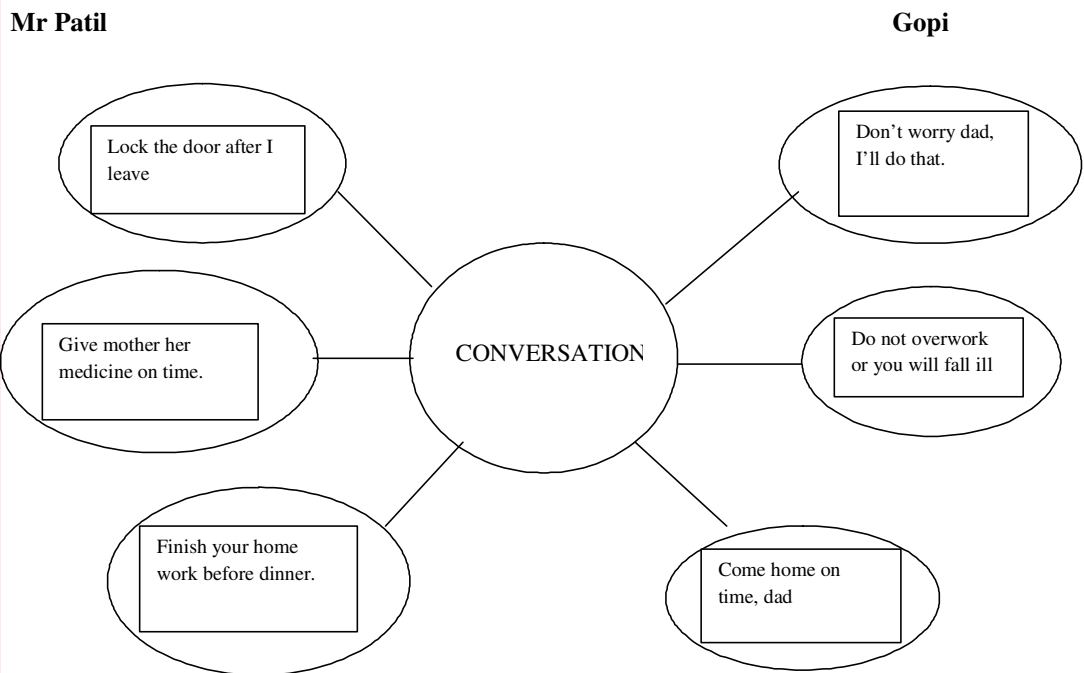
When we change a sentence into indirect speech, we report what someone said. That is why indirect speech is also called Reported Speech.

When we change an imperative sentence into indirect speech we report what someone instructed, ordered, advised or suggested.

- To change an imperative sentence into indirect speech, the reporting verb (said, told, said to, etc) is changed to a verb which conveys the tone of a command or a request.
- Given below are a few examples of the verbs to be used when changing an imperative sentence into indirect speech. Study them carefully.

Commands:	ordered	instructed	told		
Requests:	begged	requested	pleaded	asked	told
Advice:	advised	recommended	urged		
Suggestions:	suggested	recommended	proposed		

Now read this conversation between Mr. Patil and his son Gopi.



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Read the following paragraph which describes the conversation in indirect speech.

Mr Patil advised his son to lock the door after he left.

He instructed him to give medicine to his mother on time.

Mr Patil also instructed Gopi to finish his homework before dinner

Gopi assured his father that he would do as told.

He pleaded with his father not to overwork lest he should fall sick and asked him to come home early.

Exercise 2

1. Read the following sentences and write them in indirect speech.

a. The invigilator said to the students, 'Stop writing.'

b. The officer said to the peon, 'Bring a file cover for me.'

c. Anil said to his friend, 'Please take out the car while I lock the room.'

d. The ticket collector said to Varun, 'Why didn't you buy a full ticket for your son?'

e. 'May I borrow your English book for the evening?' said Usha to Rajni.

f. The parents said to the Principal, 'Please admit our daughter in your school.'

g. Father said to his son, 'Switch off the television. I am getting disturbed.'

h. Anita said to Nikhil, 'Help your younger sister in her studies.'

i. Hitendra said to Shyam, 'Have a cup of tea with me, please.'

j. I said to him, 'Come in.'



5.4 LET US WRITE

Read the following paragraph carefully. The narrator describes what happened one day.

Yesterday evening I got home from work at 6 o'clock. It was going to be a long weekend this time. We had planned many exciting things for the weekend. My wife had cooked a sumptuous dinner which we both ate with relish. After dinner I helped my wife to clean up the kitchen and then sat down to watch TV for about an hour. Then we got ready to go out to the Sarpanch's house where a cultural evening had been organised. Many folk artists had been invited from the neighbouring villages too. The programme was so entertaining that we all joined in the singing and dancing. The programme finished at 3 o'clock in the morning. By then we were tired and sleepy too. As soon as we reached home we went to bed.

Note that:

- the paragraph is told like a story where one action follows another in a sequence.
- it uses verbs in the simple past tense.
- each sequence is linked with the help of words (*called sequence markers*) like after, then, later, by then, as soon as, etc.
- to make the story interesting some descriptive words and phrases that tell us something more about a place, experience or feelings are included, eg. sumptuous dinner, ate with relish, a treat to the ears, etc.

Exercise

Imagine you are the tiger in the story. When you went back to the circus, the other animals were waiting to hear what happened. Identify any three memorable experiences and narrate them in your own words.

The opening lines of the paragraph have been written for you. Continue the story in your words keeping in mind the sequence of events, including all the funny things that you saw. Do not forget to describe your thoughts and feelings at each episode. Use the earlier mentioned sequence markers wherever necessary.

When I went back to my enclosure after my performance, I saw that the Master had forgotten to bolt my cage. After years of being in the cage I was longing to go out into the open and enjoy being free aray camp.....



LET US TALK 5.1

Read the following dialogue:

Ravi: Mother, our teacher took us to the zoo today.

Mother: That's nice. What did you see there?

Ravi: Lots of animals and birds. The zoo was so big that we got tired walking.

Mother: What did you learn about animals?

Ravi: Frankly speaking, mother, I was rather sad to see the animals caged in their enclosures.

Mother: What's wrong with that? The zoo authorities *have to* do so to ensure the safety of visitors.

Ravi: You are right. But do you realise how sad these animals must be when they lose their homes, freedom and their family only to be lodged here as showpieces to amuse people. I was more sad when some of my friends threw stones at them and teased them.

Mother: Yes, *we should not* do such things. *We ought to* show love, respect and care for these animals.

The italicised words *have to*, *should not*, *ought to* have been used to convey desirable and undesirable behaviour or duties. Other words which can be used are *must*, *must not*, *need to*, *need not*, etc.

Exercise

Imagine you are talking to one of your friends about animals in a circus. Practise speaking at least five sentences using the expressions in italics.



WHAT YOU HAVE LEARNT

In this lesson you have learnt that animals too have feelings and are capable of living in harmony with their surroundings. They are harmless. They may attack only when they are deprived of their food and shelter or if they are attacked without any reason. Human beings have formed fixed ideas about certain wild animals which are totally baseless. They fear them because they do not understand them. Despite the fact that man is supposed to have superior intelligence, he has still not understood his own position in this vast universe and has not understood how he can harm himself by disturbing nature's plans.



Notes



TERMINAL QUESTIONS

I. Given below are events that took place in the story. But the order is mixed up.

Read the sentences and put the events in their correct sequence by writing the number of the sentence in the brackets provided.

One answer has been done as an example.

1. A tiger entered the market place (i)
2. The cops escorting the prisoner ran away leaving their prisoner. (____)
3. People fell off the horse driven carriage as the horse tore from its *Jutka*. (____)
4. The tailor hid in the cupboard. (____)
5. The prisoner got a chance to run away. (____)
6. The townspeople hid in their homes and locked up their rooms. (____)
7. The tiger followed the children through the school gates. (____)
8. The teachers locked him up and kept a watch on him. (____)
9. The tiger walked into the Headmaster's room. (____)
10. The Headmaster climbed up into the attic. (____)
11. The Master reached the school. (____)
12. The children rushed upstairs and shut themselves in the school hall. (____)
13. The tiger went off to sleep on the cool floor. (____)
14. The teachers used harsh words like 'brute' and 'beast' for the tiger. (____)
15. The people at the restaurant froze in their seats at the sight of the tiger. (____)
16. The Master was angry with the teachers for using harsh words for the tiger. (_)
17. The Master was called a reckless man. (____)

II. The Master did not like people using harsh words like '*brute*' or '*beast*' for the tiger. Why?

III. '*You are asking a profound question. I've no idea who I am! All my life I have been trying to find the answer. Are you sure you know who you are?*'

Explain the Master's response in 60 words?



ANSWERS

5.2.1 PART 1

INTEXT QUESTIONS 5.1

1. b.
2. c.
3. a.
4. c.
5. a.
6. b.
7. a.
8. c.

II.

	Different people	Public reaction	Reasons for their behaviour	Tiger's thoughts
a.	The spectators at the circus	sat peacefully and watched the circus.	They were sure that the tiger was tamed and he would not harm anyone.	<i>Men are strong and brave</i>
b.	People on the road	<i>fled from the street, some climbed the trees and some hid in drain and behind pillars.</i>	<i>They were terrified of the tiger.</i>	Confused/amused—Why should a simple tiger have any interest in them, either to destroy or to safeguard?

III. The tiger's opinion about men changed when he came out on the street and saw men running for their lives .

IV. The possible reasons could be any two of the following:

1. The animals at the circus were well trained to face audiences.
2. The animals were well fed so they were never hungry enough to attack.
3. The animals were tamed.
4. Adequate security measures were taken by the authorities to ensure that no untoward event would take place.



Notes

LET US DO 5.1

You can think of different ways in which you could protect your environment. Two ideas have been given. Add three more. Some other ideas could be as follows:

1. Do not buy products made from animal parts. This will help stop unnecessary killing of animals.
2. Do not waste water
3. Do not bathe your cows and buffaloes in the same pond from which people use water for drinking.
4. Do not burn dried leaves as smoke adds carbon dioxide in air
5. Any other

LET US LEARN NEW WORDS 5.1

- I.
 1. b.
 2. c.
- II.
 1. as clear as a stream
 2. as heavy as lead
 3. as dark as the night
 4. as bright as a star
 5. as cold as ice
 6. as wise as an owl
- III.
 - a. cowered
 - b. handcuffed
 - c. abandoned
 - d. seized
 - e. nervous
 - f. spilled

5.2.2 PART 2**INTEXT QUESTIONS 5.2**

1.
 - a. He says this to show how long he is.
 - b. He wanted to tell them that they need not fear him for he was not going to attack them.

A Tiger Comes to Town-I



Notes

- c. He had found something to eat in the green fields.
2. a. The Master spoke these words to the teachers.
b. He wanted them to understand that using such harsh words was being rude to a harmless and noble creature.
c. These words show that the Master was kind and that he understood his animals well.
3. b.
4. b.
5. The people were frightened of the tiger. Seeing the tiger lying at the entrance of the restaurant, the coffee drinkers were scared because the way to go out was blocked.
6. He sat in such a way that his long body covered the entire door width.
7. The school children were both excited and scared. They were also happy to know that the school was going to be closed early.
8. He walked up to the Headmaster's room.
9. The Headmaster got on to the table from where he heaved himself up to the attic.
10. He was angry with the teachers because they were using unkind words for the tiger and were rude to him also.
11. 'What a reckless man you are. Who are you?'

LET US LEARN NEW WORDS 5.2

- I
1. 'dignified' – a.
'heaving' – b.
'attic' – c.
 2. 'brute' – b.
 3. 'retorted' – b.

- II.
- | | |
|---------------|----------|
| in front of | behind |
| fearful | fearless |
| protect | attack |
| weak | strong |
| extraordinary | ordinary |